Detailed Assessment Report
2013-2014 Anthropology B.A.
As of: 7/14/2014 01:09 AM CENTRAL

Analysis Questions and Analysis Answers

For Academic Programs
Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Target improvements for introductory level core courses in the B.A. Program in Anthropology (ANT 102 cultural anthropology, ANT 107 archaeology, ANT 210 linguistics, and ANT 270 biological anthropology) were set in 2011-12 at:
a) a mean percentage improvement per class of 20% from pre-test to post test, and, b) 60% of classes will show an improvement of 20% or more by at least 50% of students from pre- to post-test. While targets were met in the 2011-12 academic, in 2012-13 the 60% improvement goal was not met. As a response, we have implemented a 2-year plan to conduct item analyses of pre-test results to identify areas in which students perform less well. To foster greater improvement rates, feedback is being given to teachers so that the lessons students have the most difficulty with can be emphasized and clarified across the course of the semester. Student Learning Outcomes were greatly improved this year. In terms of our targets, the mean overall improvement increased from 20% in 2012-13 to 22% in 2013-14. Furthermore, 10 of 14, or 71%, of classes saw an improvement of 20% or more by at least 50% of students compared to only 8 of 16 (50%) classes in 2012-13. Thus, due to the concerted attention of the professors in our department, a substantially higher percentage of classes met the target in 2013-14. Thus, both targets were met and exceeded, so the item-analysis action plan was very successful. Given the positive outcome, we will continue with the action plan for 2014-15. We carried out the same exercise for the non-core introductory courses that are popular with non-majors, such as ANT 103 Great Discoveries in Archaeology, ANT 106 Indians of North American, and ANT 275 Race, Ethnicity and Human Variation with equally good results. From last year to this year, there was a 7% increase in average improvement from the beginning to the end of the course (30% to 37%), and a large increase (75% to 100%) in the number of classes in which at least 60% of students had a 20% increase (which is the equivalent of 2 whole letter grades higher). We are always looking for ways to improve our award-winning graduate program, as well. One of the hallmarks of our program is the close attention we give to writing skills. Thus, since 2009-10, we have developed rubrics to give a more fine-grained assessment of the skills a student must develop to communicate well in their professional careers, including knowledge content and critical thinking, writing mechanics and style, and organization. Our goal was for 70% of students in each class to show at least a 10% increase (the equivalent of 1 letter grade) in skills from the first to the second rubric. As a result of our efforts, writing skills results have climbed over the past 3 years, from 75% to 83%.

Mission / Purpose
1. To enhance general education students’ understanding of others by educating them in those rudiments of anthropology essential for getting beyond an ethnocentric understanding of the history, nature, and functioning of ancient and modern societies. 2. To train undergraduate majors in the broad content and perspectives of the discipline while preparing them to enter the job market or pursue graduate studies. 3. To prepare graduate students with a broad understanding of the discipline, in-depth knowledge of at least one sub-discipline, and detailed comprehension of the research process in Anthropology. 4. To produce original research of such quality that the national stature of the department is enhanced. 5. To fully participate in the activities of academic citizenship at the department, college, university, regional, and national level.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 4: Integrated understanding of human diversity
(Discipline Content) Our undergraduate curriculum is designed to inculcate in students an integrated understanding of human diversity. Upon completing the program, students will be expected to demonstrate a comprehensive knowledge of the concepts, theories, methods, techniques, and findings of the four sub-disciplines of anthropology: cultural anthropology, archaeology, biological anthropology, and anthropological linguistics. Pretest-posttest exercises will be implemented in more of our introductory courses. Ant 106 has been added to the list for 2013-14, which now includes ANT 102, 106, 107, 210, 270, 103, 113 and 275.

Connected Documents
Curriculum Maps I-Anthropology B.A.
Curriculum Maps II-Anthropology B.A.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.5 Effectively use course offerings and class size to support priorities.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

M 9: Pre-test/Post-tests for introductory courses

Pre-test/Post-tests will be carried out for our introductory courses for the four subdisciplines: ANT 102 (Intro to Cultural Anthropology), ANT 107 (Intro to Archaeology), ANT 210 (Language and Culture), and ANT 270 (Intro to Physical Anthropology).

Our targets are a mean percentage improvement per class of 20% and that 60% of classes show an improvement of 20% or more by at least 50% of students. This is designed to meet or exceed our respective achievements of 20% and 50% the previous year. Additionally, over the next two years, item analysis will be conducted comparing pre-tests to post-tests to identify areas in which students perform less well, so that teaching of fundamental concepts can be improved in those areas.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
Mean percentage improvement per class of 20%.
60% of classes to show improvement of 20% or more by at least 50% of students.

**Finding (2013-2014) - Target: Met**

Pre-test/post-tests were implemented in the required introductory courses for the major [Ant 102 Cultural, Ant 107 Archaeology, Ant 210 Linguistics, and Ant 270 Physical], for a total of 16 courses [(11) Ant 102, (2) 107, (1) 210, and (2) 270].

**Fall**

- ANT 102-001 (Dengah) a 20% improvement
  34% improvement overall; 82% of students demonstrated at least 20%
- ANT 102-600 (Early College online) a 20% improvement
  18% improvement overall; 50% of students demonstrated at least 20%
- ANT 102-901 (Groves online) a 20% improvement
  11% improvement overall; 40% of students demonstrated at least 20%
- ANT 102-902 (Phillips online) a 20% improvement
  16% improvement overall; 40% of students demonstrated at least 20%
- ANT 102-904 (Downs online) a 20% improvement
  16% improvement overall; 52% of students demonstrated at least 20%
- ANT 107 (Kosiba) a 20% improvement
  22% improvement overall; 85% of students demonstrated at least 20%
- ANT 270 (DeCaro) a 20% improvement
  30% improvement overall; 76% of students demonstrated at least 20%

**Spring**

- ANT 102-001 (Dengah) a 20% improvement
  33% improvement overall; 84% of students demonstrated at least 20%
- ANT 102-600 (Early College online) a 20% improvement
  22% improvement overall; 53% of students demonstrated at least 20%
- ANT 102-901 (Groves online) a 20% improvement
  17% improvement overall; 47% of students demonstrated at least 20%
- ANT 102-902 (Phillips online) a 20% improvement
  18% improvement overall; 49% of students demonstrated at least 20%
- ANT 102-904 (Downs online) a 20% improvement
  19% improvement overall; 50% of students demonstrated at least 20%
- ANT 107 (Kosiba) a 20% improvement
  28% improvement overall; 77% of students demonstrated at least 20%
- ANT 210 (Wolfgram) a 20% improvement
  27% improvement overall; 81% of students demonstrated at least 20%

**Summer**

----------not yet completed-----

In terms of our targets, our collection of individual level data SO FAR allow us to calculate that:

a) percentage improvements per class ranged from 11 to 34%, with a mean of 22%. Target met and exceeded.

b) 10 of 14, or 71%, of classes saw an improvement of 20% or more by at least 50% of students. Target met and exceeded.

**Implementation Description:** While targets were met in 11-12, in 12-13 the second target, 60% of classes showing improvement, was not met. Thus, item analyses of pre-tests was scheduled to be conducted over the next two years to identify areas in which students perform less well. To foster greater improvement rates, feedback is being given to teachers so that the lessons with which students have the most difficulty can be emphasized and clarified over the course of the semester. While only 8 of 16 (50%) of classes saw such improvement in 2012-13, a substantially higher percentage did so in 2013-14 (10 of 14, or 71%), so the action plan was very successful and will be continued in the coming year.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.
Pre-post test improvements in intro courses
Established in Cycle: 2011-2012
No targets were set before 2012-13. Our targets for 2012-13 and 2013-14 have been: a) a mean percentage improvement per ...

M 10: Pre-test/Post-test for four general introductory courses
Pre-test/Post-test will be carried out for four of our most popular general introductory courses ANT 103 (Great Discoveries in Archaeology), ANT 106 (Indians of North America), ANT 113 (Indians of the Deep South), and ANT 275 (Race, Ethnicity and Human Variation). ANT 106 was added for the 2013-14 cycle. The mean percentage improvement per class will be at least 35% and 75% or more of classes will show an improvement of at least 20% by at least 60% of students.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery
Target:
Mean percentage improvement per class of 35%. 75% of classes will show an improvement of 20% or more by at least 60% of students. This is designed to meet or exceed our achievements of 30% and 75% the previous cycle.
Finding (2013-2014) - Target: Met
In our most popular general introductory courses [Ant 103, Ant 113, and Ant 275] pre-test/post-tests were implemented.
This fall (2013), Ant 103, Ant 106, Ant 113, and Ant 275 were offered, for a total of 4.
Fall
ANT 103 (LeCount) ***did not collect correctly***
ANT 106 (Beasley) 26% improvement overall; 71% of students demonstrated at least a
20% improvement
ANT 113 (Knight) 52% improvement overall; 80% of students demonstrated at least a
20% improvement
ANT 275 (Bindon) 38% improvement overall; 89% of students demonstrated at least a
20% improvement
Spring
ANT 103 (Laquement) 29% improvement overall; 78% of students demonstrated at least a
20% improvement
ANT 275 (Bindon) 40% improvement overall; 93% of students demonstrated at least a
20% improvement
Our collection of individual level data allow us to calculate that:
a) percentage improvements per class ranged from 26 to 52%, with a mean of 37%, which exceeds our
target of 35%;
b) 5 of 5, or 100%, of classes saw an improvement of 20% or more by at least 60% of
students, which exceeds our target of 75%.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

pre-post test results for courses required for major
Established in Cycle: 2011-2012
No targets had been set for 2011-12. Our targets for the 2012-13 and 2013-14 years are: a) a mean
percentage improvement ...

M 11: More classes complete the pre-post tests
(measure addressing evaluation of improvement action, if any) 28 classes completed the pre-post tests in 2012-13. More classes will complete the pre-post tests than did the previous year. Also, the data will continue to be collected so that individual as well as class-based averages can be calculated, in order to carry out statistical testing of improvement.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery
Target:
More classes will complete pre-test/post-test than in previous year.
Finding (2013-2014) - Target: Not Reported This Cycle
Data from the full academic year is needed to complete this measure.

SLO 5: Demonstrate proficiency in written communication
(Discipline-Related Skills & Abilities) Demonstrate a mean of at least 8% improvement in proficiency in written communication in writing classes, based on rubric scores. Data will be collected so that individual as well as class-based averages can be calculated.
Connected Documents
Curriculum Maps I-Anthopology B.A
Curriculum Maps II-Anthopology B.A

Relevant Associations:
Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics
11 Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills

**Strategic Plan Associations**

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

M 12: Demonstrate improvements in written assignments
75% of students will demonstrate at least a 20% improvement on rubric scores between the first and last written assignment in selected “W” courses. This implements an increase of 5% in our target over the previous year. The number of courses to be assessed will increase by at least one over the previous year, in which the assessment was available for 4 courses.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
70% will improve by at least 10%; more courses will be assessed.

**Finding (2013-2014) - Target: Met**

In our ‘W’, or writing classes, at least two papers are assessed using writing rubrics. Results are given for 4 of the 5 W courses (1 did not do as taught by a 1-year temporary instructor not familiar with our system).

Fall
- ANT 405 (Dressler) 88% of students demonstrated at least a 10% improvement
- ANT 412 (Galbraith) 57% of students demonstrated at least a 10% improvement
- ANT 440 (Dressler) 96% of students demonstrated at least a 10% improvement
- ANT 475 (Lynn) 63% of students demonstrated at least a 10% improvement

Spring
- ANT 319 (LeCount) 92% of students demonstrated at least a 10% improvement
- ANT 408 (Persons) 100% of students demonstrated at least a 10% improvement
- ANT 411 (Olts) 92% of students demonstrated at least a 10% improvement
- ANT 440 (Dressler) 75% of students demonstrated at least a 10% improvement

The range of the percentage of students who achieved a 10% or more improvement from the first to the second rubric varied between 57% and 100%, for a mean of 83% across the courses. Our target of 70% was exceeded.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Adjusted target percentage improvement**

Established in Cycle: 2011-2012
We realize after using this measure for a year that while 20% is a good target of improvement for 100-200 level introductory cou...

M 13: Evaluation of Peer-Review in ANT 475
Evaluation of ‘peer-review’ of student writing by other students in ANT 475 and in selected “W” courses.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Peer-review will increase the quality of student papers.

**Finding (2013-2014) - Target: Met**

For Ant 412, in their final research paper, the average grade of those who participated in peer review was 92.4 (A-) compared with 87 (B+) for those who did not and 92 (A-) for those who only did part of the peer review (they did not have a completed paper draft to share, did not receive two peer reviews from classmates, and/or did not do two reviews of peers’ essays).

M 14: Rubric scores to assess learning gains
Rubric scores to assess learning gains will be calculated as the difference in average scores (time2–time1) divided by the maximum possible gain (max-time1). Also, the data will be continue to be collected so that individual as well as class-based averages can be calculated, in order to carry out statistical testing of improvement.

Source of Evidence: Academic direct measure of learning - other

**Target:**
none set

SLO 6: Demonstrate competency in conducting research
(Discipline-Related Skills & Abilities) For those who plan to pursue a graduate degree, demonstrate competence in conducting research. We will continue to look for ways to expand the undergraduate research opportunities so as to
involve as many graduate-school bound students as possible. We will endeavor to maintain a high level of participation in the Undergraduate Research and Creative Activities conference again in the coming year.

Connected Documents
Curriculum Maps I-Anthropology B.A.
Curriculum Maps II-Anthropology B.A.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.4 Research within its educational mission

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
1.5 Effectively use course offerings and class size to support priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 15: Student engagement in hands-on research
Previous efforts to determine all of our seniors who are applying to graduate school has been difficult given the voluntary nature of the senior exit survey we administer. Therefore, our target for 2013-14 will change from "at least 40% of students applying to graduate school" to "25% of our graduating seniors" will have engaged in hands-on research experience under the supervision of a faculty member either at UA or another university. Faculty will apply a summary of student competency in conducting research.

Source of Evidence: Academic direct measure of learning - other

Target:
40% of graduate school-bound students

Finding (2013-2014) - Target: Not Reported This Cycle
Data from the full academic year is needed to complete this measure.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

undergrad hands-on research
Established in Cycle: 2011-2012
Last year 40% of only those going to grad school was the target . For 2012-13, 45% of all of our anthropology majors headed to ...

M 16: Student engagement in write-up of research activities
10% of anthropology majors will engage in the write-up of research activities, in forms such as conference presentations, submissions to publication and grant applications based on research by undergraduates. While we achieved 15% for the previous year, our goal will remain at 10%, as one of our professors (Cooper) who has been quite active in undergraduate research has left the university and her position will be vacant during 2013-14.

Source of Evidence: Academic direct measure of learning - other

Target:
10% of majors

Finding (2013-2014) - Target: Not Reported This Cycle
Data from the full academic year is needed to complete this measure.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Undergrad write-up of research
Established in Cycle: 2011-2012
10% of our anthropology majors active in hands-on research during 2012-13 will engage in the write-up of these research activiti...

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOutcm 1: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality. Students will demonstrate a high quality in those competencies and skills that will enhance their ability to gain admittance to excellent graduate schools and/or to get employment that will allow them to use the anthropological knowledge that they have acquired. We will use the online Survey Monkey-type assessment instrument exclusively to sample students from the past three years, since relevant employment is hard to gauge accurately for one graduating class a mere month beyond their date of graduation.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.4 Research within its educational mission

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
1.5 Effectively use course offerings and class size to support priorities.
2.7 Expand the University's emphasis on global and cultural studies.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 1: Acceptance to graduate program
Acceptance to a graduate program is a direct measure of the quality of these competencies and skills. Half (50%) of students applying to grad schools will gain admittance.
Source of Evidence: Graduate/professional school acceptance rate
Target:
50%
Finding (2013-2014) - Target: Not Reported This Cycle
OIR will provide data.

M 2: Employment in anthropologically relevant position
Employment in an anthropologically relevant position is a direct measure of these competencies and skills. 40% of students not applying to graduate school will obtain anthropologically relevant employment.
Source of Evidence: Job placement data, esp. for career/tech areas
Target:
No target set.
Finding (2013-2014) - Target: Not Reported This Cycle
OIR will provide data.

M 3: Survey student graduated in past 3 years
We will survey all students who have graduated in the past 3 years.
Source of Evidence: Alumni survey or tracking of alumni achievements
Target:
No target set.
Finding (2013-2014) - Target: Not Reported This Cycle
OIR will provide data.

OthOtm 2: Program Outcome: Optimal Program Enrollments and Degree Completion
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics
11 Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.5 Effectively use course offerings and class size to support priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 4: Monitor the requested enrollments
The Chair, with the assistance of A&S, will monitor the requested enrollments in introductory anthropology classes and make the necessary adjustments to accommodate all students who wish to enroll.
Source of Evidence: Academic indirect indicator of learning - other
Target:
met
Finding (2013-2014) - Target: Not Reported This Cycle
OIR will provide data.
Related Action Plans (by Established cycle, then alpha):

Future changes as a result of monitoring
Established in Cycle: 2011-2012
ANT 270 annual capacity raised from 120 to 160 beginning in 2012-13 ANT 436 capacity raised from 30 to 60 beginning in Fall...

For full information, see the Details of Action Plans section of this report.

M 5: Graduation rate within 6 years
75% of students who choose anthropology as a major will graduate from the department with a BA degree within 6 years, exceeding the benchmark overall UA rate of 65%.

Source of Evidence: Academic indirect indicator of learning - other

Target:
None.

Finding (2013-2014) - Target: Not Reported This Cycle
OIR will provide data.

Related Action Plans (by Established cycle, then alpha):

Graduation rate in 6 years
Established in Cycle: 2011-2012
We will strive to maintain a rate of 75% or higher graduation rate within 6 years of anthro majors.

For full information, see the Details of Action Plans section of this report.

OthOtcn 3: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves. Satisfaction with the program will be assessed by an anonymous annual on-line survey given to graduated anthropology majors.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
2.7 Expand the University's emphasis on global and cultural studies.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 6: Student Satisfaction with the education
Students will rate their satisfaction with the education they received in anthropology at a mean of at least 8.5 on a scale of 1 to 10.

Source of Evidence: Student satisfaction survey at end of the program

Target:
none set

Finding (2013-2014) - Target: Not Reported This Cycle
OIR will provide data.

M 7: Graduates prepared for future
80% of students will agree or strongly agree that their education has adequately prepared them for their future, whether that be in the job market or graduate school.

Source of Evidence: Benchmarking of learning outcomes against peers

Target:
none set

Finding (2013-2014) - Target: Not Reported This Cycle
OIR will provide data.

M 8: Administer online alumni survey
The online survey will be administered to all students who have graduated within the past 3 years.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
none set

Finding (2013-2014) - Target: Not Reported This Cycle
OIR will provide data.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Adjusted target percentage improvement
We realize after using this measure for a year that while 20% is a good target of improvement for 100-200 level introductory courses, and 5% is a good target for graduate level courses, a more reasonable target for the 300-400...
upper-level courses is 10% improvement rather than 20%. We will use the 10% target in the 2012-13 academic year.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Demonstrate improvements in written assignments | Outcome/Objective: Demonstrate proficiency in written communication

Future changes as a result of monitoring

- **ANT 270** annual capacity raised from 120 to 160 beginning in 2012-13
- **ANT 436** capacity raised from 30 to 60 beginning in Fall 2012
- **ANT 103** capacity will be raised from 60 to 100 beginning in Spring 2013
- **ANT 208** capacity will be raised from 60 to 100 beginning in Spring 2013

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Monitor the requested enrollments | Outcome/Objective: Program Outcome: Optimal Program Enrollments and Degree Completion

**graduation rate in 6 years**
We will strive to maintain a rate of 75% or higher graduation rate within 6 years of anthro majors.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Graduation rate within 6 years | Outcome/Objective: Program Outcome: Optimal Program Enrollments and Degree Completion

Pre-post test improvements in intro courses
No targets were set before 2012-13. Our targets for 2012-13 and 2013-14 have been:

a) a mean percentage improvement per class of 20% from pre-to-post test
b) 60% of classes will show an improvement of 20% or more by at least 50% of students from pre-to-post test

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Pre-test/Post-tests for introductory courses | Outcome/Objective: Integrated understanding of human diversity

Implementation Description: A 2011-12 goal was to have all faculty collect data by individual student, not just collectively. This has been achieved. While targets were met in 11-12, in 12-13 b) 60% improvement was not met. Thus, over the next two years, item analysis will be conducted comparing pre-tests to post-tests to identify areas in which students perform less well. To foster greater improvement rates, feedback will be given to teachers so that points students have difficulty with can be emphasized and clarified.

pre-post test results for courses required for major
No targets had been set for 2011-12. Our targets for the 2012-13 and 2013-14 years are:

a) a mean percentage improvement per class of 35%
b) 75% of classes will see an improvement of 20% or more by at least 60% of students.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Pre-test/Post-test for four general introductory courses | Outcome/Objective: Integrated understanding of human diversity

Implementation Description: Target mean improvement per class was increased by 15% (from 60% to 75%) in 2012-13. ANT 106 was added to the list in 2013-14. While targets were met in 11-12, in 12-13 (a) mean% improvement per class was not. Thus, over the next 2 years, item analysis will be conducted comparing pre- to post-tests to identify areas in which students perform less well. Feedback will be given to teachers so that instructors can clarify points students have difficulty with.

undergrad hands-on research
Last year 40% of only those going to grad school was the target. For 2012-13, 45% of all of our anthropology majors headed to graduate school and 25% of all anthro majors will engage in hands-on research with their anthropology professors during 2012-13.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Student engagement in hands-on research | Outcome/Objective: Demonstrate competency in conducting research
**Undergrad write-up of research**

10% of our anthropology majors active in hands-on research during 2012-13 will engage in the write-up of these research activities. As we feel this is a high target to begin with, we will maintain our goal of the previous year.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
*Measure:* Student engagement in write-up of research activities  
*Outcome/Objective:* Demonstrate competency in conducting research
Mission / Purpose

1. To enhance general education students’ understanding of others by educating them in those rudiments of anthropology essential for getting beyond an ethnocentric understanding of the history, nature, and functioning of ancient and modern societies. 2. To train undergraduate majors in the broad content and perspectives of the discipline while preparing them to enter the job market or pursue graduate studies. 3. To prepare graduate students with a broad understanding of the discipline, in-depth knowledge of at least one sub-discipline, and detailed comprehension of the research process in Anthropology. 4. To produce original research of such quality that the national stature of the department is enhanced. 5. To fully participate in the activities of academic citizenship at the department, college, university, regional, and national level.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 4: Integrated understanding of human diversity
(Discipline Knowledge) Our undergraduate curriculum is designed to inculcate in students an integrated understanding of human diversity. Upon completing the program, students will be expected to demonstrate a comprehensive knowledge of the concepts, theories, methods, techniques, and findings of the four sub-disciplines of anthropology: cultural anthropology, archaeology, biological anthropology, and anthropological linguistics. Pretest-posttest exercises will be implemented in more of our introductory courses (ANT 102, 107, 210, 270, 103, 113 and 275).

Connected Documents
Curriculum Maps I-Anthropology B.A.
Curriculum Maps II-Anthropology B.A.

Relevant Associations:
Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.5 Effectively use course offerings and class size to support priorities.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 9: Pre-test/Post-tests for introductory courses
Pre-test/Post-tests will be carried out for our introductory courses for the four subdisciplines: ANT 102 (Intro to Cultural Anthropology), ANT 107 (Intro to Archaeology); ANT 210 (Language and Culture), and ANT 270 (Intro to Physical Anthropology). Our goals are a mean percentage improvement per class of 20% and that 60% of classes show an improvement of 20% or more by at least 50% of students.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
Mean percentage improvement per class of 20%.
60% of classes to show improvement of 20% or more by at least 50% of students.

Finding (2012-2013) - Target: Partially Met
Pre-test/post-tests were implemented in the required introductory courses for the major [Ant 102 Cultural, Ant 107 Archaeology, Ant 210 Linguistics, and Ant 270 Physical], for a total of 16 courses [(11) Ant 102, (2) 107, (1) 210, and (2) 270].

Fall
- ANT 102-001 (Cooper) 22% improvement overall; 65% of students demonstrated at least a 20% improvement
- ANT 102-600 (Early College online) 18% improvement overall; 46% of students demonstrated at least a 20% improvement
- ANT 102-904 (Lacquermon online) 13% improvement overall; 29% of students demonstrated at least a 20% improvement
- ANT 107 (Kosiba) 23% improvement overall; 69% of students demonstrated at least a 20% improvement
- ANT 270 (Lynn) 13% improvement overall; 44% of students demonstrated at least a 20% improvement

Spring
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Location</th>
<th>Mean Percentage Improvement</th>
<th>Students Demonstrated at Least</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 102-001</td>
<td>Lacquement</td>
<td>32%</td>
<td>82%</td>
</tr>
<tr>
<td>ANT 102-600</td>
<td>Early College online</td>
<td>8%</td>
<td>29%</td>
</tr>
<tr>
<td>ANT 102-901</td>
<td>Groves online</td>
<td>17%</td>
<td>43%</td>
</tr>
<tr>
<td>ANT 102-904</td>
<td>Phillipsonline</td>
<td>15%</td>
<td>33%</td>
</tr>
<tr>
<td>ANT 102-905</td>
<td>Thompson online</td>
<td>8%</td>
<td>29%</td>
</tr>
<tr>
<td>ANT 107</td>
<td>(Kosiba)</td>
<td>25%</td>
<td>73%</td>
</tr>
<tr>
<td>ANT 210</td>
<td>(Wolfgram)</td>
<td>28%</td>
<td>75%</td>
</tr>
<tr>
<td>ANT 270</td>
<td>(Lynn)</td>
<td>13%</td>
<td>44%</td>
</tr>
</tbody>
</table>

**Summer**
- ANT 102-600 (Early College online) 19% improvement overall; 45% of students demonstrated at least 20%
- ANT 102-901 (Lacquement online) 29% improvement overall; 83% of students demonstrated at least 20%
- ANT 102-902 (Lacquement online) 34% improvement overall; 95% of students demonstrated at least 20%

In terms of our targets, our collection of individual level data allow us to calculate that:

a) percentage improvements per class ranged from 8 to 34%, with a mean of 20%. Target met.

b) 8 of 16, or 50%, of classes saw an improvement of 20% or more by at least 50% of students. Missed target by 10%.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Pre-post test improvements in intro courses**
*Established in Cycle: 2011-2012*

No targets had been set for 2011-12. Our targets for 2012-13 are: a) a mean percentage improvement per class of 20% from...

**M 10: Pre-test/Post-test for three general introductory courses**

Pre-test/Post-test will be carried out for three of our most popular general introductory courses ANT 103 (Great Discoveries in Archaeology); ANT 113 (Indians of the Deep South), and ANT 275 (Race, Ethnicity and Human Variation). The mean percentage improvement per class will be at least 35% and 75% or more of classes will show an improvement of at least 20% by at least 60% of students.

**Source of Evidence:** Faculty pre-test / post-test of knowledge mastery

**Target:**
Mean percentage improvement per class of 35%, 75% of classes will show an improvement of 20% or more by at least 60% of students.

**Finding (2012-2013) - Target: Partially Met**

In our most popular general introductory courses [Ant 103, Ant 113, and Ant 275] pre-test/post-tests were implemented.

This fall (2012), 2 were offered ([1] Ant 103 and [1] 275) and in the spring, 2 more were offered, for a total of 4.

**Fall**
- ANT 103-001 (Lacquement) 20% improvement: 39% improvement overall; 86% of students demonstrated at least 20%
- ANT 275 (Bindon) 20% improvement: 32% improvement overall; 87% of students demonstrated at least 20%

**Spring**
- ANT 103-001 (Lacquement) 20% improvement: 30% improvement overall; 79% of students demonstrated at least 20%
- ANT 113 (Brown) 20% improvement: 17% improvement overall; 33% of students demonstrated at least 20%

Our collection of individual level data allow us to calculate that:

a) percentage improvements per class ranged from 17 to 39%, with a mean of 30%, slightly below target.

b) 3 of 4, or 75%, of classes saw an improvement of 20% or more by at least 60% of students, which meets our target.

**Finding (2012-2013) - Target: Partially Met**

In our most popular general introductory courses [Ant 103, Ant 113, and Ant 275] pre-test/post-tests were implemented.

This fall (2012), 2 were offered ([1] Ant 103 and [1] 275) and in the spring, 2 more were offered, for a total...
of 4.

Fall

ANT 103-001 (Lacquement) 39% improvement overall; 86% of students demonstrated at least a
20% improvement
ANT 275 (Bindon) 32% improvement overall; 87% of students demonstrated at least a
20% improvement

Spring

ANT 103-001 (Lacquement) 30% improvement overall; 79% of students demonstrated at least a
20% improvement
ANT 113 (Brown) 17% improvement overall; 33% of students demonstrated at least a
20% improvement.

Our collection of individual level data allow us to calculate that:
- percentage improvements per class ranged from 17 to 39%, with a mean of 30%, slightly below target.
- 3 of 4, or 75%, of classes saw an improvement of 20% or more by at least 60% of students, which meets our target.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

pre-post test results for courses required for major
Established in Cycle: 2011-2012
No targets had been set for 2011-12. Our targets for the 2012-13 year are: a) a mean percentage improvement per class of...

M 11: More classes complete the pre-post tests
(measure addressing evaluation of improvement action, if any) More classes will complete the pre-post tests than did
the previous year. Also, the data will be collected so that individual as well as class-based averages can be
 calculated, in order to carry out statistical testing of improvement.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
More classes will complete pre-test/post-test than in previous year.

Finding (2012-2013) - Target: Met
A total of 28 classes completed pre-post tests in 2012-13, compared to 24 classes in 2011-12. These were
in the 100-200 level classes: ANT 100, ANT 102 ANT 103 ANT 107 ANT 113, ANT 210, and ANT 275. This
represents an increase of 17%.

SLO 5: Demonstrate proficiency in written communication
(Discipline Methodological Skills) Demonstrate a mean of at least 8% improvement in proficiency in written communication
in writing classes, based on rubric scores. Data will be collected so that individual as well as class-based averages can be
 calculated.

Connected Documents
Curriculum Maps I-Anthropology B.A.
Curriculum Maps II-Anthropology B.A.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics
11 Writing - SLO is related to building on students' competency in academic writing skills and aims to extend
those skills

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence
priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses,
educational systems, health care, the arts, and other professions, and who will be leaders in their
communities.

Related Measures

M 12: Demonstrate improvements in written assignments
70% of students will demonstrate at least a 20% improvement on rubric scores between the first and last written
assignment in selected "W" courses. The number of courses to be assessed will increase over the previous year.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
70% will improve by at least 10%; more courses will be assessed.

**Finding (2012-2013) - Target: Met**

In our "W", or writing classes, at least two papers are assessed using writing rubrics. Results are given for 4 of the 5 courses in which these were used in 2012-13:

Fall
- ANT 405 (Dressler) 78% of students demonstrated at least a 10% improvement

Spring
- ANT 311 (LeCount) 77% of students demonstrated at least a 20% improvement
- ANT 411 (Dressler) 71% of students demonstrated at least a 20% improvement
- ANT 419 (Murphy) 80% of students demonstrated at least a 20% improvement
- ANT 440 (Cooper) *data not currently available

The range of the percentage of students who achieved a 10% or more improvement from the first to the second rubric varied between 71% and 80%, for a mean of 77% across the courses. Our target of 70% was exceeded.

*Another goal was to increase the number of W courses in which rubrics were given. We did this, increasing from 4 to 5. However, the data file of the 5th class was corrupted and the professor has since left the university. We are attempting to track down this data and will amend the findings accordingly, if it is found.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Adjusted target percentage improvement**

*Established in Cycle: 2011-2012*

We realize after using this measure for a year that while 20% is a good target of improvement for 100-200 level introductory cou...

**M 13: Evaluation of Peer-Review in ANT 475**

Evaluation of 'peer-review' of student writing by other students in ANT 475 and in selected "W" courses.

Source of Evidence: Academic direct measure of learning - other

**Target:**

Peer-review will increase the quality of student papers.

**Finding (2012-2013) - Target: Met**

For ANT 475 (DeCaro) Human Adaptability, among the 10 students who participated in peer review and submitted a term paper revision, the average final revision received 85.8 points out of a possible 100. Among the 5 students who failed to participate in peer review, the average score was 69.8 points on the required second draft of the term paper. Hence, on average, participating in peer review was associated with considerably better writing performance (a mean of 16 more points) at the conclusion of the course. Therefore, those students who participated in peer review got a mean of 1 1/2 full grades higher on their final papers.

Among the nine ANT450/550 students, the average peer-review grade on oral presentations of individual research was actually higher (B+) than the average written report (B), which was graded by the professor. At least two things are probably going on here: 1) students are more lenient in grading their peers than the professor and 2) oral reports may be easier to present than formal written reports. More effort will be made to help students organize and write formal reports in standard academic style.

**M 14: Rubric scores to assess learning gains**

Rubric scores to assess learning gains will be calculated as the difference in average scores (time2-time1) divided by the maximum possible gain (max-time1). Also, the data will be continue to be collected so that individual as well as class-based averages can be calculated, in order to carry out statistical testing of improvement.

Source of Evidence: Academic direct measure of learning - other

**Target:**

none set

**Finding (2012-2013) - Target: Met**

The difference scores (time2-time1)/max-time1 has been working well to gauge student success in upper-level classes where there is less range of variability and higher mean scores to start with. The 10% improvement -- adjusted from previous years-- appears to be appropriate given the higher level and thus the higher beginning grades on writing assignments. For the 2013-14 plan, we will continue to monitor our measures depending upon the progress that is being made.

**SLO 6: Demonstrate competency in conducting research**

For those who plan to pursue a graduate degree, demonstrate competence in conducting research. We will continue to look for ways to expand the undergraduate research opportunities so as to involve as many graduate-school bound students as possible. We will endeavor to maintain a high level of participation in the Undergraduate Research and Creative Activities conference again in the coming year.

**Connected Documents**

Curriculum Maps I-Anthropology B.A.
Curriculum Maps II-Anthropology B.A.

**Relevant Associations:**

**Standard Associations**

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
Research within its educational mission

General Education/Core Curriculum Associations

10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

Strategic Plan Associations

University of Alabama
1. Promote and enhance areas of academic, scholarship, and research excellence.
2. Align resources to most effectively support academic, scholarship, and research excellence priorities.
3. Effectively use course offerings and class size to support priorities.
4. Encourage and reward creative strategies for engaging students in learning and life-long learning.
5. Increase involvement of undergraduate students in research and scholarly activities.
6. Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
7. Contribute graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 15: Student engagement in hands-on research
At least 40% of students applying to graduate school will have engaged in hands-on research experience under the supervision of a faculty member either at UA or another university. Faculty will provide a summary of the students’ competency in conducting research.

Source of Evidence: Academic direct measure of learning - other

Target:
40% of graduate school-bound students

Finding (2012-2013) - Target: Met
During the 2012-2013 academic year, 32 of 105 (31%) of all of our anthropology majors engaged in hands-on research with their professors in the department during 2012-13. 13 of these 32 (41%) were graduating seniors. Professors rated all participating students as achieving at least minimal competency in research.

While it is difficult to identify every grad school applicant--as our survey of graduating seniors is anonymous, and does not have a 100% response rate--we can extrapolate from the total number of graduating seniors on the assumption that the sample respondents are representative of the student population who are graduate school-bound. Thus, 13 of 29 graduating seniors would represent 45% who engaged in direct research experience. This exceeds our benchmark goal of 40%.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

undergrad hands-on research
Established in Cycle: 2011-2012
Last year 40% of only those going to grad school was the target. For 2012-13, 45% of all of our anthropology majors headed to ...

M 16: Student engagement in write-up of research activities
10% of anthropology majors will engage in the write-up of research activities, in forms such as conference presentations, submissions to publication and grant applications based on research by undergraduates.

Source of Evidence: Academic direct measure of learning - other

Target:
10% of majors

Finding (2012-2013) - Target: Met
16 of 105, or 15%, of our anthropology majors active in hands-on research during 2012-13 engaged the write-up of these research activities (Alvarez, Bunt, Farrow, Hartley, Lawhon, Moore, Muzzo, Patterson, Randall, Robinson, Schumann, Sears, Steel, Stephens, Stickney, Wills). They presented or published their work in such diverse venues as the UA Undergraduate Research and Creative Activity Conference, The Society for Anthropological Sciences (Mobile), Southern Anthropological Society Meetings (Johnson City, TN), Society for Applied Anthropology Meetings (Denver), JOSHUA (Journal), and two coauthored with their professors in academic journals. One student also helped prepare the submission of two federal grants (NIH: Administration for Children and Families). This exceeds our stated benchmark goal of 10% student participation.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Undergrad write-up of research
Established in Cycle: 2011-2012
10% of our anthropology majors active in hands-on research during 2012-13 will engage in the write-up of these research activities...

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality. Students will demonstrate a high quality in those competencies and skills that will enhance their ability to gain admittance to excellent graduate schools and/or to get employment that will allow them to use the anthropological knowledge that they have acquired. We will use the online Survey Monkey-type assessment instrument exclusively to sample students from the past three years, since relevant employment is hard to gauge accurately for one graduating class a mere month beyond their date of graduation.

Relevant Associations:
Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.4 Research within its educational mission

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
1.5 Effectively use course offerings and class size to support priorities.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 1: Acceptance to graduate program
Acceptance to a graduate program is a direct measure of the quality of these competencies and skills. Half (50%) of students applying to grad schools will gain admittance.
Source of Evidence: Graduate/professional school acceptance rate
Target:
50%
Finding (2012-2013) - Target: Met
While data will be provided by OIR, our records show that of the 17 students responding to the senior survey, 10 applied to graduate school. Of the 10 who applied, 8, or 80%, were accepted, which well exceeds our target of 50%.

M 2: Employment in anthropologically relevant position
Employment in an anthropologically relevant position is a direct measure of these competencies and skills. 40% of students not applying to graduate school will obtain anthropologically relevant employment.
Source of Evidence: Job placement data, esp. for career/tech areas
Target:
No target set.
Finding (2012-2013) - Target: Met
While this common measure will be calculated by OIR, by our own senior survey we found that 50% (5 of 10) who did not go on to graduate school, 8 found employment. Four (4), or 50% of these, deemed their anthropology education to be relevant to their job. This exceeds our goal of 40%.

M 3: Survey student graduated in past 3 years
We will survey all students who have graduated in the past 3 years.
Source of Evidence: Alumni survey or tracking of alumni achievements
Target:
No target set.
Finding (2012-2013) - Target: Met
Although this common measure will be calculated by OIR, we nonetheless accomplished a survey by using SurveyMonkey.

OthOtcm 2: Program Outcome: Optimal Program Enrollments and Degree Completion
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Relevant Associations:

Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics
11 Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.5 Effectively use course offerings and class size to support priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 4: Monitor the requested enrollments
The Chair, with the assistance of A&S, will monitor the requested enrollments in introductory anthropology classes and make the necessary adjustments to accommodate all students who wish to enroll.
Source of Evidence: Academic indirect indicator of learning - other

Target:

Finding (2012-2013) - Target: Met
This common measure will be calculated by OIR.

Related Action Plans (by Established cycle, then alpha):

Future changes as a result of monitoring
Established in Cycle: 2011-2012
ANT 270 annual capacity raised from 120 to 160 beginning in 2012-13 ANT 436 capacity raised from 30 to 60 beginning in Fall...

For full information, see the Details of Action Plans section of this report.

M 5: Graduation rate within 6 years
75% of students who choose anthropology as a major will graduate from the department with a BA degree within 6 years, exceeding the benchmark overall UA rate of 65%.
Source of Evidence: Academic indirect indicator of learning - other

Target:

Finding (2012-2013) - Target: Not Reported This Cycle
OIR will supply data.

Related Action Plans (by Established cycle, then alpha):

g Graduation rate in 6 years
Established in Cycle: 2011-2012
We will strive to maintain a rate of 75% or higher graduation rate within 6 years of anthro majors.

For full information, see the Details of Action Plans section of this report.

OthOtcn 3: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves. Satisfaction with the program will be assessed by an anonymous annual on-line survey given to graduated anthropology majors.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
2.7 Expand the University's emphasis on global and cultural studies.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 6: Student Satisfaction with the education
Students will rate their satisfaction with the education they received in anthropology at a mean of at least 8.5 on a scale of 1 to 10.
Source of Evidence: Student satisfaction survey at end of the program

Target:

Finding (2012-2013) - Target: Partially Met
While OIR will supply data, our Survey Monkey results showed that students rated the program at 8, not quite achieving our target of 8.5 on a scale of 1-10.

M 7: Graduates prepared for future
80% of students will agree or strongly agree that their education has adequately prepared them for their future, whether that be in the job market or graduate school
Source of Evidence: Benchmarking of learning outcomes against peers

Target:

none set

Finding (2012-2013) - Target: Not Reported This Cycle
OIR will supply data.

M 8: Administer online alumni survey
The online survey will be administered to all students who have graduated within the past 3 years.
Source of Evidence: Alumni survey or tracking of alumni achievements

Target:

none set

Finding (2012-2013) - Target: Not Reported This Cycle
Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Adjusted target percentage improvement**
We realize after using this measure for a year that while 20% is a good target of improvement for 100-200 level introductory courses, and 5% is a good target for graduate level courses, a more reasonable target for the 300-400 upper-level courses is 10% improvement rather than 20%. We will use the 10% target in the 2012-13 academic year.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Demonstrate improvements in written assignments  
- **Outcome/Objective:** Demonstrate proficiency in written communication

**Future changes as a result of monitoring**
- **ANT 270** annual capacity raised from 120 to 160 beginning in 2012-13
- **ANT 436** capacity raised from 30 to 60 beginning in Fall 2012
- **ANT 103** capacity will be raised from 60 to 100 beginning in Spring 2013
- **ANT 208** capacity will be raised from 60 to 100 beginning in Spring 2013

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Monitor the requested enrollments  
- **Outcome/Objective:** Program Outcome: Optimal Program Enrollments and Degree Completion

**graduation rate in 6 years**
We will strive to maintain a rate of 75% or higher graduation rate within 6 years of anthro majors.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Graduation rate within 6 years  
- **Outcome/Objective:** Program Outcome: Optimal Program Enrollments and Degree Completion

**Pre-post test improvements in intro courses**
No targets had been set for 2011-12. Our targets for 2012-13 are:
- a) a mean percentage improvement per class of 20% from pre-to-post test  
- b) 60% of classes will show an improvement of 20% or more by at least 50% of students from pre-to-post test

Also another goal is to have all faculty collect data by individual student, not just collectively by class.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Pre-test/Post-tests for introductory courses  
- **Outcome/Objective:** Integrated understanding of human diversity

**pre-post test results for courses required for major**
No targets had been set for 2011-12. Our targets for the 2012-13 year are:  
- a) a mean percentage improvement per class of 35%;  
- b) 75% of classes will see an improvement of 20% or more by at least 60% of students.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Pre-test/Post-test for three general introductory courses  
- **Outcome/Objective:** Integrated understanding of human diversity

**undergrad hands-on research**
Last year 40% of only those going to grad school was the target. For 2012-13, 45% of all of our anthropology majors headed to graduate school and 25% of all anthro majors will engage in hands-on research with their anthropology professors during 2012-13.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Student engagement in hands-on research  
- **Outcome/Objective:** Demonstrate competency in conducting research

**Undergrad write-up of research**
10% of our anthropology majors active in hands-on research during 2012-13 will engage in the write-up of these research activities. As we feel this is a high target to begin with, we will maintain our goal of the previous year.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
  Measure: Student engagement in write-up of research activities | Outcome/Objective: Demonstrate competency in conducting research
Mission / Purpose

1. To enhance general education students’ understanding of others by educating them in those rudiments of anthropology essential for getting beyond an ethnocentric understanding of the history, nature, and functioning of ancient and modern societies. 2. To train undergraduate majors in the broad content and perspectives of the discipline while preparing them to enter the job market or pursue graduate studies. 3. To prepare graduate students with a broad understanding of the discipline, in-depth knowledge of at least one sub-discipline, and detailed comprehension of the research process in Anthropology. 4. To produce original research of such quality that the national stature of the department is enhanced. 5. To fully participate in the activities of academic citizenship at the department, college, university, regional, and national level.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 4: Integrated understanding of human diversity
(Discipline Knowledge) Our undergraduate curriculum is designed to inculcate in students an integrated understanding of human diversity. Upon completing the program, students will be expected to demonstrate a comprehensive knowledge of the concepts, theories, methods, techniques, and findings of the four sub-disciplines of anthropology: cultural anthropology, archaeology, biological anthropology, and anthropological linguistics. Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). We will strive to implement the pretest-posttest exercises in more of our introductory courses.

Connected Documents
Curriculum Maps I-Anthropology B.A.
Curriculum Maps II-Anthropology B.A.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.5 Effectively use course offerings and class size to support priorities.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 9: Pre-test/Post-tests for introductory courses
Pre-test/Post-tests for our introductory courses for the four subdisciplines: ANT 102 (Intro to Cultural Anthropology), ANT 107 (Intro to Archaeology); ANT 210 (Language and Culture), and ANT 270 (Intro to Physical Anthropology).

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
no target set

Finding (2011-2012) - Target: Met
Pre-test/Post-tests were implemented in our (4) required introductory courses for the major: Ant 102, Ant 107, Ant 210 and Ant 270, for a total of 13 courses [(8) Ant 102, (1) 107, (2) 210, and (2) 270].

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Improvement</th>
<th>Students Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 102-001</td>
<td>18%</td>
<td>50%</td>
</tr>
<tr>
<td>a 20% improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANT 102-600</td>
<td>22%</td>
<td>56%</td>
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<tr>
<td>a 20% improvement</td>
<td></td>
<td></td>
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<tr>
<td>ANT 102-901</td>
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<td>a 20% improvement</td>
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<td>ANT 210</td>
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<tr>
<td>a 20% improvement</td>
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<td></td>
</tr>
<tr>
<td>ANT 270</td>
<td>16%</td>
<td>44%</td>
</tr>
<tr>
<td>a 20% improvement</td>
<td></td>
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</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Improvement</th>
<th>Students Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 102-001</td>
<td>26%</td>
<td>67%</td>
</tr>
<tr>
<td>a 20% improvement</td>
<td></td>
<td></td>
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<tr>
<td>ANT 102-600</td>
<td>18%</td>
<td>50%</td>
</tr>
<tr>
<td>a 20% improvement</td>
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<td></td>
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<tr>
<td>ANT 102-901</td>
<td>12%</td>
<td>33%</td>
</tr>
<tr>
<td>a 20% improvement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
a 20\% improvement
ANT 102-904 (Thompson online) 12\% improvement overall; 31\% of students demonstrated at least
a 20\% improvement
ANT 102-905 (Phillips online) 15\% improvement overall; 45\% of students demonstrated at least
a 20\% improvement
ANT 107 (Kosiba) 21\% improvement overall; data not collected by individual student
ANT 210 (Wolfgram) 38\% improvement overall; 97\% of students demonstrated at least
ANT 270 (DeCaro) *class mean for labs was 8.0 (med = 8.7); exceeds 7.5 (med 7.5).

*due to repeated failure of clicker technology in Rm 119 ten Hoor, Dr. DeCaro did not get usable data to do
his usual assessment; he improvised an assessment measure based on other data he had available; he
estimates a mean & median of 7.5 to be an indication of strong overall engagement by the students in
the active learning component of the course, therefore, these can be considered quite satisfactory numbers.

While we had not stated any targets, our collection of individual level data allow us to calculate that:
a) percentage improvements per class ranged from 12 to 39\%, with a mean of 21.3%.
b) 6 of 10, or 60\%, of classes saw an improvement of 20\% or more by at least 50\% of students.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Pre-post test improvements in intro courses**
Established in Cycle: 2011-2012
No targets had been set for 2011-12. Our targets for 2012-13 are: a) a mean percentage improvement per
class of 20\% from...

**M 10: Pre-test/Post-test for three general introductory courses**
Pre-test/Post-test for three of our most popular general introductory courses ANT 103 (Great Discoveries in
Archaeology); ANT 113 (Indians of the Deep South), and ANT 275 (Race, Ethnicity and Human Variation).
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
none set

**Finding (2011-2012) - Target: Met**

Pre-test/Post-tests were implemented in (3) of our most popular general introductory courses: Ant 103, Ant
113, and Ant 275, for a total of 5 courses ([2] Ant 103, (1) 113, and (2) 275).

Fall

ANT 103-001 (Lacquerent) 40\% improvement overall; 88\% of students demonstrated at least a
20\% improvement
ANT 113 (Knight) 43\% improvement overall; 91\% of students demonstrated at least a
20\% improvement
ANT 275 (Bindon) 35\% improvement overall; 81\% of students demonstrated at least a
20\% improvement

Spring

ANT 103-001 (Lacquerent) 44\% improvement overall; 86\% of students demonstrated at least a
20\% improvement
ANT 275 (Bindon) 33\% improvement overall; 81\% of students demonstrated at least a
20\% improvement

While we had not stated any targets, our collection of individual level data allow us to calculate that:
 a) percentage improvements per class ranged from 33 to 44\% with a mean of 39\%.
b) all 5, or 100\%, of classes saw an improvement of 20\% or more by at least 80\% of students.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**pre-post test results for courses required for major**
Established in Cycle: 2011-2012
No targets had been set for 2011-12. Our targets for the 2012-13 year are: a) a mean percentage
improvement per class of...

**M 11: More classes complete the pre-post tests**
(measure addressing evaluation of improvement action, if any) More classes will complete the pre-post tests than did
the previous year. Also, the data will be collected so that individual as well as class-based averages can be
calculated, in order to carry out statistical testing of improvement.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
More classes will complete pre-test/post-test than in previous year.

**Finding (2011-2012) - Target: Met**
A total of 24 classes completed pre-post tests in 2011-12, compared to 15 classes in 2010-11.
There were 2 more ANT 100s, 3 more ANT 102s, 1 more ANT 103, 1 fewer ANT 107, 1 more ANT 113, 2 more
ANT 210, and 1 more ANT 275. This represents an increase of 60%.

**SLO 5: Demonstrate proficiency in written communication**
(Discipline Methodological Skills) Demonstrate proficiency in written communication. Student Learning Outcome #2
Improvement Action(s) to be advanced (copied from 2010-11 report). We are rethinking the rate of improvement in writing
that can be reasonably expected as the result of a student taking a particular class. Moreover, some professors are
considering fine-tuning the writing rubrics that they employ. In some classes, 40%-50\% of the students showed no change
because their rubric scores at both the first and the last writing assignment were ‘5’ or ‘excellent’ in all categories. We believe the new goal ought to be an 8% improvement. Also, the data will be collected so that individual as well as class-based averages can be calculated.

**Connected Documents**

- Curriculum Maps I-Anthropology B.A.
- Curriculum Maps II-Anthropology B.A.

**Relevant Associations:**

**Standard Associations**

- SACS 3.3.1
  - 3.3.1.1 Educational programs, to include student learning outcomes

**General Education/Core Curriculum Associations**

- 10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics
- 11 Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills

**Strategic Plan Associations**

- University of Alabama
  - 1.1 Promote and enhance areas of academic, scholarship, and research excellence.
  - 1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
  - 3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
  - 3.4 Increase involvement of undergraduate students in research and scholarly activities.
  - 4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

**M 12: Demonstrate improvements in written assignments**

70% of students will demonstrate at least a 20% improvement on rubric scores between the first and last written assignment in selected “W” courses.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

70% will improve by at least 20%

**Finding (2011-2012) - Target: Partially Met**

In our ‘W’, or writing classes, at least two papers are assessed using writing rubrics. Results are given for (4) courses in which these were used:

- ANT 405 (Dressler) 75% of students demonstrated at least a 20% improvement
- ANT 411 (Oths) 44% of students demonstrated at least a 20% improvement
- ANT 440 (Cooper) 67% of students demonstrated at least a 20% improvement
- ANT 475 (DeCaro) 75% of students demonstrated at least a 20% improvement

The range of the percentage of students who achieved a 20% or more improvement from the first to the second rubric varied between 44% and 75%, for a mean of 65% across the courses.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**M 13: Evaluation of Peer-Review in ANT 475**

Evaluation of ‘peer-review’ of student writing by other students in ANT 475 and in selected “W” courses.

Source of Evidence: Academic direct measure of learning - other

**Target:**

none set

**Finding (2011-2012) - Target: Met**

Art 412 (Galbraith) Peoples of Europe, the final grades of students who received reviews and edited their papers in response to them was A- on average, while those who did not got a B- on average.

For ANT 475 (DeCaro) Human Adaptability, among the 10 students who participated in peer review and submitted a term paper revision, the average final revision received 92.5 points out of a possible 100. Among the 5 students who failed to participate in peer review, 2 also failed to complete a term paper revision. Among the other 3, who did submit the required second draft of the term paper, the average score was 81.7 points. Hence, on average, participating in peer review was associated with considerably better writing performance (at least 10.8 points) at the conclusion of the course.

Therefore, in both courses that used peer review, those students who participated in peer review got a mean of one full grade higher on their final papers.

**M 14: Rubric scores to assess learning gains**

To address the problem of ‘little change’ in students who excel from the beginning of a class, rubric scores to assess learning gains will be calculated as the difference in average scores (time1 –time2) divided by the maximum possible gain (max-time1). Also, the data will be collected so that individual as well as class-based averages can be calculated.
in order to carry out statistical testing of improvement.
Source of Evidence: Academic direct measure of learning - other

**Target:**
none set

**Finding (2011-2012) - Target: Met**
The difference scores (time2-time1)/max-time1 worked well to gauge student success in upper-level classes where there is less range of variability and higher mean scores to start with. For the 2012-13 plan, we will hone our measures further.

**SLO 6: Demonstrate competency in conducting research**
For those who plan to pursue a graduate degree, demonstrate competence in conducting research. Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report). We will continue to look for ways to expand the undergraduate research opportunities so as to involve as many graduate-school bound students as possible.
We will endeavor to maintain a high level of participation in the Undergraduate Research and Creative Activities conference again in the coming year.

**Connected Documents**
- Curriculum Maps I-Anthropology B.A.
- Curriculum Maps II-Anthropology B.A.

**Relevant Associations:**

**Standard Associations**
- SACS 3.3.1
  - 3.3.1.1 Educational programs, to include student learning outcomes
  - 3.3.1.4 Research within its educational mission

**General Education/Core Curriculum Associations**
- 10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics

**Strategic Plan Associations**
- University of Alabama
  - 1.1 Promote and enhance areas of academic, scholarship, and research excellence.
  - 1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
  - 1.5 Effectively use course offerings and class size to support priorities.
  - 3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
  - 3.4 Increase involvement of undergraduate students in research and scholarly activities.
  - 4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
  - 4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

**M 15: Student engagement in hands-on research**
At least 40% of students applying to graduate school will have engaged in hands-on research experience under the supervision of a faculty member either at UA or another university. Faculty will provide a summary of the students' competency in conducting research.
Source of Evidence: Academic direct measure of learning - other

**Target:**
40% of graduate school-bound students

**Finding (2011-2012) - Target: Met**
40 of 110 (36%) of all of our anthropology majors engaged in hands-on research with their professors in the department during 2011-12. Of these, at least 9 applied to graduate school this spring. While it is difficult to ascertain every grad school applicant (our survey of graduating seniors is anonymous, and does not have a 100% response rate), based on a generous estimate that half of our 27 B.A. graduates during the 2011-2012 academic year (including the likely August graduations) have applied to graduate school, this represents 64% (9 of 14) of graduate school applicants who received direct research experience. This exceeds our benchmark goal of 40%.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**undergrad hands-on research**
*Established in Cycle: 2011-2012*
Last year 40% of only those going to grad school was the target . For 2012-13, 45% of all of our anthropology majors headed to ... 

**M 16: Student engagement in write-up of research activities**
10% of anthropology majors will engage in the write-up of research activities, in forms such as conference presentations, submissions to publication and grant applications based on research by undergraduates.
Source of Evidence: Academic direct measure of learning - other

**Target:**
10% of majors

**Finding (2011-2012) - Target: Met**
11 of 110, or 10%, of our anthropology majors active in hands-on research during 2011-12 engaged the write-up of these research activities (Bell, Bishop, Collier, Gomberg, Hunt, Luehmann, Nelson, Rape, Roberts, Roy, Wilson). They presented or published their work in such diverse venues as the UA
Undergraduate Research and Creative Activity Conference, Southern Anthropological Society Meetings (Birmingham), Society for Applied Anthropology Meetings (Baltimore), JOSHUA (journal), and a report submitted to the Belize Institute of Archaeology (chapter). This meets our stated benchmark goal of 10% student participation.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Undergrad write-up of research**
Established in Cycle: 2011-2012
10% of our anthropology majors active in hands-on research during 2012-13 will engage in the write-up of these research activities...

### Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

**OthOtcm 1: Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality. Students will demonstrate a high quality in those competencies and skills that will enhance their ability to gain admittance to excellent graduate schools and/or to get employment that will allow them to use the anthropological knowledge that they have acquired. Program Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). For next year, we are going to begin our survey of employment and graduate school acceptance earlier than we did this year. We will use the online Survey Monkey-type assessment instrument exclusively, and extend the sample to include students from the prior year(s) as well, since, relevant employment is hard to gauge accurately for one graduating class a mere month beyond their date of graduation.

**Relevant Associations:**

**Standard Associations**
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.4 Research within its educational mission

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
1.5 Effectively use course offerings and class size to support priorities.
2.7 Expand the University's emphasis on global and cultural studies.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

**M 1: Acceptance to graduate program**
Acceptance to a graduate program is a direct measure of the quality of these competencies and skills. Half (50%) of students applying to grad schools will gain admittance.

Source of Evidence: Graduate/professional school acceptance rate

**Target:**
No target set

**Finding (2011-2012) - Target: Met**
This common measure will be calculated by OIR.

**M 2: Employment in anthropologically relevant position**
Employment in an anthropologically relevant position is a direct measure of these competencies and skills. 40% of students not applying to graduate school will obtain anthropologically relevant employment.

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**
No target set.

**Finding (2011-2012) - Target: Met**
This common measure will be calculated by OIR.

**M 3: Survey student graduated in past 3 years**
We will survey all students who have graduated in the past 3 years.

Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**
No target set.

**Finding (2011-2012) - Target: Met**
This common measure will be calculated by OIR.

**OthOtcm 2: Program Outcome: Optimal Program Enrollments and Degree Completion**
The program will build and sustain an optimal level of annual program enrollments and degree completions. Program Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report).

**Relevant Associations:**

**Standard Associations**
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

General Education/Core Curriculum Associations
10 Social and Behavioral Sciences - SLO is related to human behavior, social structures or economics
11 Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.5 Effectively use course offerings and class size to support priorities.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 4: Monitor the requested enrollments
The Chair, with the assistance of A&S, will monitor the requested enrollments in introductory anthropology classes and make the necessary adjustments to accommodate all students who wish to enroll.

Source of Evidence: Academic indirect indicator of learning - other

Target:
met

Finding (2011-2012) - Target: Met
OR will supply data.

Related Action Plans (by Established cycle, then alpha):
Future changes as a result of monitoring
Established in Cycle: 2011-2012
ANT 270 annual capacity raised from 120 to 160 beginning in 2012-13 ANT 436 capacity raised from 30 to 60 beginning in Fall...

For full information, see the Details of Action Plans section of this report.

M 5: Graduation rate within 6 years
75% of students who choose anthropology as a major will graduate from the department with a BA degree within 6 years, exceeding the benchmark overall UA rate of 65%.

Source of Evidence: Academic indirect indicator of learning - other

Target:
None.

Finding (2011-2012) - Target: Met
OR will supply data.

Related Action Plans (by Established cycle, then alpha):
graduation rate in 6 years
Established in Cycle: 2011-2012
We will strive to maintain a rate of 75% or higher graduation rate within 6 years of anthro majors.

For full information, see the Details of Action Plans section of this report.

OthOtocm 3: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves. Satisfaction with the program will be assessed by an anonymous annual on-line survey given to graduated anthropology majors. Program Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report).

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
2.7 Expand the University's emphasis on global and cultural studies.
3.3 Encourage and reward creative strategies for engaging students in learning and life-long learning.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 6: Student Satisfaction with the education
Students will rate their satisfaction with the education they received in anthropology at a mean of at least 8.5 on a scale of 1 to 10.

Source of Evidence: Student satisfaction survey at end of the program

Target:
Finding (2011-2012) - Target: Met
OIR will provide data

M 7: Graduates prepared for future
80% of students will agree or strongly agree that their education has adequately prepared them for their future, whether that be in the job market or graduate school

Source of Evidence: Benchmarking of learning outcomes against peers

Target: none set
Finding (2011-2012) - Target: Met
OIR will provide data

M 8: Administer online alumni survey
The online survey will be administered to all students who have graduated within the past 3 years.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target: none set
Finding (2011-2012) - Target: Met
OIR will provide data.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Adjusted target percentage improvement
We realize after using this measure for a year that while 20% is a good target of improvement for 100-200 level introductory courses, and 5% is a good target for graduate level courses, a more reasonable target for the 300-400 upper-level courses is 10% improvement rather than 20%. We will use the 10% target in the 2012-13 academic year.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Demonstrate improvements in written assignments | Outcome/Objective: Demonstrate proficiency in written communication

Future changes as a result of monitoring

- ANT 270 annual capacity raised from 120 to 160 beginning in 2012-13
- ANT 438 capacity raised from 30 to 60 beginning in Fall 2012
- ANT 103 capacity will be raised from 60 to 100 beginning in Spring 2013
- ANT 208 capacity will be raised from 60 to 100 beginning in Spring 2013

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Monitor the requested enrollments | Outcome/Objective: Program Outcome: Optimal Program Enrollments and Degree Completion

graduation rate in 6 years
We will strive to maintain a rate of 75% or higher graduation rate within 6 years of anthro majors.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Graduation rate within 6 years | Outcome/Objective: Program Outcome: Optimal Program Enrollments and Degree Completion

Pre-post test improvements in intro courses
No targets had been set for 2011-12. Our targets for 2012-13 are:
   a) a mean percentage improvement per class of 20% from pre-to-post test.
   b) 60% of classes will show an improvement of 20% or more by at least 50% of students from pre-to-post test

Also another goal is to have all faculty collect data by individual student, not just collectively by class.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Pre-test/Post-tests for introductory courses | Outcome/Objective: Integrated understanding of human diversity

pre-post test results for courses required for major
No targets had been set for 2011-12. Our targets for the 2012-13 year are:
   a) a mean percentage improvement per class of 35%;
b) 75% of classes will see an improvement of 20% or more by at least 80% of students.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):
  Measure: Pre-test/Post-test for three general introductory courses | Outcome/Objective: Integrated understanding of human diversity

undergrad hands-on research
Last year 40% of only those going to grad school was the target. For 2012-13, 45% of all of our anthropology majors headed to graduate school and 25% of all anthrop majors will engage in hands-on research with their anthropology professors during 2012-13.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):
  Measure: Student engagement in hands-on research | Outcome/Objective: Demonstrate competency in conducting research

Undergrad write-up of research
10% of our anthropology majors active in hands-on research during 2012-13 will engage in the write-up of these research activities. As we feel this is a high target to begin with, we will maintain our goal of the previous year.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):
  Measure: Student engagement in write-up of research activities | Outcome/Objective: Demonstrate competency in conducting research
Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

Use “Introduce” when outcome is first address; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered.

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
<th>Student Learning Outcome 6</th>
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<td>I</td>
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- I = introduce, R = Reinforce , M=Master
- Ant 368, Ant 409 & Ant 466 are the three most common courses taken to fill our requirement of an upper level archaeology course
• Ant 311 & Ant 475 are the two most common courses taken to fill our requirement of an upper level physical course
• W courses can be filled by 13 of our upper-level courses, all of which utilize a writing rubric for assessment
• N.b. much hands-on research experience is also gained in non-required courses (Ant 208, 269, 312, 405, 431, 450 Ceramics, 465, 466; UH 300) or non-class settings (field schools, research labs, fieldwork, clubs, digs, etc.)
**Curriculum Maps #2 (What assessment measures will be employed in which courses for each SLO)**

Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2-year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).

<table>
<thead>
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<th>Student Learning Outcome</th>
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- Course-embedded = course embedded exam questions
- Exam essays = written portions of mixed-format midterms and finals
- Essay = written essay assignments